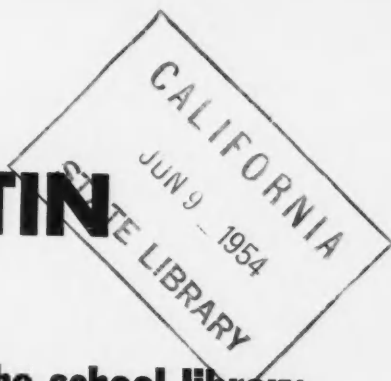


BULLETIN



**of the school library
association of california**

may, 1954

volume 25, number 4

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BULLETIN

OF THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

May, 1954

Volume 25, No. 4

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The Bulletin of the School Library Association of California is published four times a year in November, January, March and May by the Association at 201 Haviland Hall, University of California, Berkeley 4, California.

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Views expressed in this publication are not necessarily endorsed by the Association.

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YOUR EDITOR SAYS—

Have you, the membership, considered the advantages of having the School Library Association of California become a *section* of the California Library Association? By adding our numbers to a larger professional organization, we would add to the total state effort for the advancement of libraries and the profession of librarianship. As a part of a larger movement our program would be better understood by the over-all library profession, and our projects would be supported by a large state organization. Would not the California Library Association's six geographical districts facilitate greater membership attendance in district meetings? Thus there would be opportunity for greater representation, participation and in-service training for committee and board memberships. The development of leadership would come with this democratic representation and decentralized organization. Let us consider seriously the advantages of adding our effort and strength to the more than 2100 members in the California Library Association.

ELIZABETH BANTZ, *Editor*.

Write me your views on the proposal for SLAC affiliation as a *section* of CLA.

SLAC annual state meeting has been tentatively scheduled for November 20-21 in Fresno.

SLAC INCOMING EDITOR SAYS—

Being neither of the sex nor the temperament which is athletically inclined, I have never literally lived the experiences of the bench warmer. From teen-age sport stories, however, I have been given the impression that he sits in tense expectancy, entertaining dreams of glory that he may in the last minute of a tied game be called into play to run the length of the field and win the victory for his team.

Though this year as associate editor of the *Bulletin* of the School Library Association of California, I have been for the most part sitting on the bench, I have been free from these dreams and emotions. In fact, I have enjoyed the year on my vantage-ground, fully relaxed in the knowledge that the *Bulletin* was in excellent hands and more than happy to have it remain there. So much have I enjoyed this year's experience that I should like to express grateful appreciation to the editor, Elizabeth Bantz, for her admirable leadership.

With an affectionate official—I trust not personal—farewell to my present chief, I turn to welcome next year's associate editor, Mrs. Marie L. Wild, El Cerrito High School. Though we both may be compelled to run as fast as we can to keep the *Bulletin* where it is, I trust that together we may maintain the league standing won by our predecessors. We extend a warm invitation for suggestions for types and sources of material and for themes you would like to have discussed.

Grateful for the tutelage and advice of the retiring editor and anticipating happy team work with the new staff, I look forward to serving SLAC in 1954-55.

EVA L. ANDREWS
Associate Editor.

KQED — CHANNEL 9 EDUCATIONAL CHANNEL ESTABLISHED IN BAY AREA

MARIANNE GOLDMAN, *KQED Publicity Director*

A new vision is now appearing on Channel 9 in the living room of Bay Area homes. KQED's test patterns are being viewed Monday through Friday, from 2:00 to 7:00 p.m.

This situation seemed impossible a few weeks ago. But through the co-operation of Flying Tigers, Inc., two microwave relays arrived at San Francisco Airport from New York — 900 pounds of equipment to make KQED test patterns possible.

This exemplifies the co-operation from all segments of the community to help foster the idea of educational television in the Bay Area. It also exemplifies the strategy of KQED in establishing a non-commercial station.

You may ask: Why were these microwave relays in New York, when the transmitter is 18 feet above a bar at the Hotel Mark Hopkins in San Francisco? The answer is simple. KQED received an option to buy a used mobile television unit in New York at a reduced price. The purchase was made when the grant of \$113,724.00 arrived from the Fund for Adult Education of the Ford Foundation.

Besides the two microwave relays, a 5¾-ton truck, loaded with five tons of equipment, was also parked in New York. This transportation riddle was solved by the offer of Pacific Intermountain Express and Spector Motor Company to move the mobile television unit across country as a public service. Unexpected situations de-

veloped in the project. It was necessary to move the KQED truck from Times Square to the loading platform of the flat bed truck in Long Island. With dismay, KQED discovered the license plate on the truck had expired in January, 1954. Without New York license plates, the New York police said the truck could not be moved. California could not issue a license to a used truck in New York. New York plates are not authorized in California, and this license fee is very expensive. What do you do 3,000 miles away? Just call on the California Automobile Association, and another obstacle is eliminated through community courtesy. And when the truck does arrive, mechanics of the Boas Motor Company, a Pontiac agency in San Francisco, have offered to service the truck free-of-charge.

Other groups have offered to help KQED's programming provide an invitation to learning too attractive to be refused by the owners of the 935,000 TV sets in the nine Bay Area counties.

KQED's plans must be modest at the start. At first, broadcast hours will be limited. The opening schedule calls for two and one-half hours of programming daily, Monday through Friday, with the hour from 5:00 to 6:00 p.m. devoted to after-school telecasts for children. Adult fare will be presented from 7:30 to 9:00 p.m., with the last half hour consisting of formal adult education courses. This will allow KQED to follow its golden rule of

presenting quality programs with a minimum staff, under the supervision of Jonathan Rice, program director.

In one series, the architects, city planners, landscape architects and interior decorators will present an integrated report on the history, present status and future of Bay Area design and planning. This program is being made possible by the four societies representing these professions.

In another telecast, Stanford University, with a grant of \$8,000.00 from the Fund for Adult Education of the Ford Foundation, will produce a series on "The Rugged Constitution," relating the principles of the Constitution to its present-day usages.

The San Francisco Health Council has taken on financial support for a weekly program on general health education, prevention of disease, diagnosis, and examination of new drugs.

Another series is being underwritten by the American Chemical Society — experiments from some of the top laboratories of the area, recreated into children's programs. Many more credits for co-operation should be given to universities and other organizations for programming, as well as studio space, talent and some equipment.

Still another phase of programming has been the three-month contest for a storyteller to headline a KQED children's program on Channel 9. These auditions were engendered collectively by the Association of Children's Librarians, Association of School Librarians and California Library Association. These groups established a committee of five members, un-

der the chairmanship of Coit Coolidge, head librarian of Richmond Public Library.

Basically, programs for children and adults are being designed to stimulate viewers into new and worthwhile activities to fill special needs and interests. Specific goals of KQED are to encourage participation in community affairs, reading, constructive hobbies and, certainly not least, more active appreciation of the opportunities offered by the nearby educational and cultural centers.

But the underlying factor, necessitating certain limitations of a pioneer industry, is the inevitable problem of economics. KQED's finances for capital outlay have been achieved. However, an estimated \$250,000.00, to cover the first year's operating expenses, is to be raised primarily through \$10.00 charter memberships and a campaign for large corporate gifts. The lack of these funds from private sources still presents an obstacle in the course of action, but currently charter membership drives are being held in various sections of the nine Bay Area counties to fulfill one part of this goal. Eventually, KQED plans to be self-sustaining on a membership basis as an independently-financed community station. In just four years, only two per cent of the TV set owners in the area will be needed to support Channel 9.

Charter memberships of \$10.00 in the Bay Area Educational Television Association are now being sent to KQED, 165 Post Street, San Francisco 8.

Regardless of limitations at the start the community co-operation that prevails in this region will provide a permanent new face in the living room of Bay Area homes. If there is any doubt, just refer to the San Francisco couple who sent in a check for membership as a gift to a twelve-year-old child living in an orphanage.

MRS. VENABLE APPOINTS COMMITTEE MEMBERSHIP

The Southern Section has added three committees to its organization. The committee memberships have been announced by Mrs. Ima Venable, president.

Lois Fannin, supervisor of library service, Long Beach, is chairman of the new Elementary Library committee. Other members are Mildred Brown, Elementary School Library, Riverside; Mrs. Charlotte Davis, co-ordinator of library services, Santa Barbara County; Mrs. Mildred Frary, Library and Textbook Section, Los Angeles; and Maxine McCullough, Long Beach.

Elizabeth Neal, Compton Junior College, heads a committee on Professional Education of School Library Personnel, which has been appointed for a three-year period. Serving with Miss Neal are Mrs. Katherine Gibson, Belmont High School, Los Angeles; Margaret Glassey, Emerson Junior High School, Los Angeles; Marjorie Schramling, Los Angeles High School; Mary Louise Seely, Library and Textbook Section, Los Angeles; Mrs. Nadine Stegelmeyer, Fairfax High School, Los Angeles; and Hazel Vaughan, supervisor of school libraries, Beverly Hills. The committee is not intended to act as a watch-dog nor favor nor promote any specific school. It hopes, however, to consult with staffs of training schools and make recommendations concerning the curriculum with the purpose of making courses more functional.

A group whose principal purpose is to assist in orienting and advising new librarians has been organized as the Library Aides committee, with Bess Olson, Long Beach City College, as chairman. The committee also plans to act as a clearing house for suggestions for improved library practices and devices, bibliographies, and other kinds of assistance to both experienced and beginning librarians. Members of the committee are Wilma Bennett, Covina High School; Jean Galehouse,

Hollywood High School, Los Angeles; Madie Holty, Jordan High School, Long Beach; Mrs. Ellanora Kramer, Whittier High School; Mrs. Elizabeth Martin, San Bernardino Elementary Schools; Mrs. Simone Monteverde, Chino High School; Marjorie Ray, Lindbergh Junior High School, Long Beach.

PRESIDENT APPOINTS COMMITTEES TO STUDY STANDARDS, CONSULT- ANT SERVICES, BULLETIN

Thomas B. Murray, president of the School Library Association of California, appoints the following SLAC members to those committees called for by action at the Stockton meeting of November, 1953. All members of the southern and northern sections of SLAC are encouraged to assist the committee members in this research.

Representative committee to study standards:

Marjorie Schramling, Chairman
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Margaret Glassey
Mrs. Maurine Hardin
Elizabeth Neal

Representative contacting committee to obtain concerted support for our need for school library consultant services:

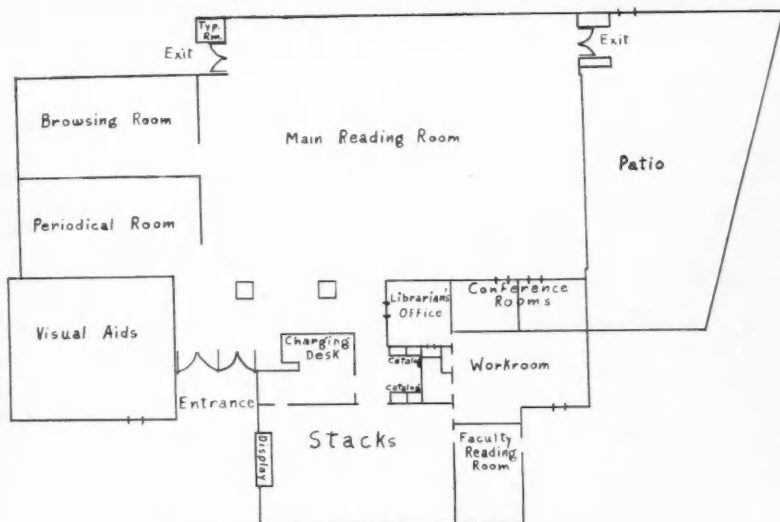
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Mrs. Charlotte Davis
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Natalie Lapike

Committee to study the total *Bulletin* situation:

Elizabeth Bantz, Chairman
Eva L. Andrews
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BRO-DART INDUSTRIES, fast growing in the fields of Library, School, and Book Trade Service and Supplies, announces the opening, on January 18, of its West Coast Branch at 3327 Motor Avenue, Los Angeles, California.

Compton College Library



Floor plan of Compton College Library. 16,500 square feet.

NOTABLE FEATURES OF THE COMPTON COLLEGE LIBRARY

ELIZABETH NEAL, *Librarian*

With the establishment of Compton College on its new campus in September, 1953, Compton College Library moved into its beautiful new building. Among the notable features of this building are the following:

Main Reading Room area furnished with narrow study table with a seating capacity of approximately 200. Fluorescent lighting is featured throughout the building. *Browsing Room* furnished informally with lounge type chairs, occasional tables and convenient reading lamps. The book collection is selected with recreational interests of students and teachers in mind. Furniture was designed by Huntington House. *Librarian's Office* with windows on two sides giving visibility of reading room and charging area from librarian's desk. *Stacks on Two Floor Levels* with a 40,000 volume capacity and connecting booklift. *Individual Study Carrels* in the stacks making it possible for students and

faculty to use books more conveniently. Individual study lamps are provided. *Staff Room*, furnished with lounge and informal chairs, located on second level of stack area. *Faculty Reading Room* with entrance from the stacks, furnished informally. *Workroom*, 600 square feet, well lighted and equipped with adequate cupboard areas, with outside entrance for delivery purposes. *Two Conference Rooms* where students may go for group study. Windows on one side make these sound-proof rooms easily supervised. *Adjoining Patio* where students may gather for informal study. *Typing Room* for student use. *Outside Book Drop*. *Illuminated Display Window* visible from the arcade, 80"x40"x24". All of the special areas (browsing room, periodical room, etc.) are formed by movable countershelfing which will make it possible to re-arrange the entire library area and to enlarge or reduce these special areas at will.



BROWSING ROOM separated by counter shelving from main reading room and periodical room and showing conference rooms and patio.



MAIN CHARGING AREA showing charging desk, catalog, entrance to open stack area and librarian's office.

NEW LIBRARY CATALOGING DEPARTMENT QUARTERS FOR OAKLAND

JESSIE BOYD, *Director of Libraries*

Spaciousness, attractiveness and modernity characterize the new quarters for the Oakland Public School's library cataloging and processing department. After years of cramped work space, lack of shelving and inadequate equipment, the department, located first in the workroom of the Teachers' Professional Library and later across the street from the Administration Building, has now moved to its new location at 900 High Street.

Situated on the second floor, the department occupies an area of approximately twenty-one hundred square feet. The walls are painted a soft green with matching linoleum on the floor. To supplement the adequate lighting fixtures and to control the excess sunlight from a southwest exposure, all outside windows are equipped with panes of glare reducing Luxlite Coolite, one-eighth inch thick glass, and venetian blinds. The noise of the typewriters has been reduced to a minimum by the acoustically treated ceiling.

At one end of the large open room, a cabinet for supplies, a long working counter and a sink with running water have been provided. Near the sink, which is in a convenient location for cleaning stencils and washing hands, is the special A. B. Dick mimeographing machine used for the duplication of catalog cards, charge cards and pockets.

In harmony with the color scheme are the dark green metal adjustable wall shelves and stacks, which house the incoming and outgoing books.

New office equipment has been provided, including filing cabinets, tables, book trucks, and birch desks with non-

reflecting green composition tops. The eight new Smith-Corona typewriters are on Tiffany typewriter tables equipped with casters for ease in moving. Posture chairs with their adjustable supporting backs add to the efficiency and comfort of the staff. In time there will be new card catalog cabinets and other additional equipment.

The large open room and the movable furniture and equipment make possible any necessary adjustments in arranging the flow of work. All books for the elementary schools and for many of the junior high schools are delivered to the official receiving department, 900 High Street, where all school supplies are received. To expedite the movement of large book shipments, the boxes are placed on skids and are moved by motor jack lifts. The skids are then sent upstairs to the library cataloging department by elevator. Skids are also used for the daily shipment of books to the schools. As books are classified, cataloged, processed and made ready for shipment to the schools, they are packed in boxes and placed on the skids to be transported downstairs to the truck loading platforms.

Clear glass on the northeast walls separate the library cataloging department from the large rectangular room containing sixty-six hundred square feet, now used as storage for new and old textbooks, supplementary texts, state texts and library books awaiting delivery or redistribution. The organization and services of this department are now in the stages of development.

Since the early nineteen thirties, Oakland has had centralized cataloging and processing of library and supplementary books for all the elementary schools and for some of the junior high schools. Under

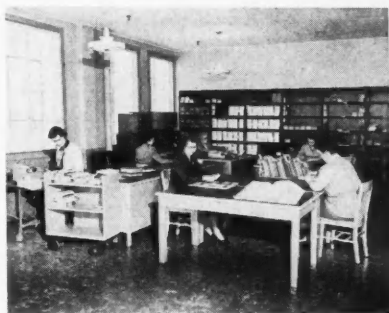
the organization and direction of Mrs. Elizabeth Syle Madison, supervisor of school libraries until 1948, centralized book collections were set up in all schools and cataloging and processing procedures were standardized for the elementary schools.

Under the supervision of the present director of libraries, the regular work of the department has increased immeasurably. Ten new elementary school libraries have been established, and nine libraries in schools with new buildings and library rooms have been re-organized. Complete inventories and revisions of the card catalogs have been completed in fifty-five schools and two hundred and twelve thousand books have been discarded or released for distribution.

The staff of the department has grown correspondingly from seven to twelve, to include two trained catalogers and three field workers. The latter go from school to school releasing and discarding books, taking inventories, setting up new libraries and filing cards. The director of libraries co-ordinates and plans the work of the department, integrating the work with the curriculum and with the special needs of schools and personnel.

The catalogers have divided the work between them. Nina Pearl Briggs takes the responsibility for cataloging for the elementary schools; Mrs. Philippa Reich, for the secondary schools. During 1953 an average of 11,718 cards per month were duplicated for the elementary schools and ten catalogs were completely revised and delivered to the elementary schools where inventories had been taken by the field workers. The back-log of work has now been eliminated and the cataloging has been brought up-to-date.

To co-ordinate the work of cataloging, classifying and assigning subject headings for new library books, Miss Briggs serves on the Elementary Library Book Evaluation committee which meets at regular



Pictured are the processing and duplication division (*upper photo*) and the cataloging and revision section (*lower picture*) of the Oakland Catalog Department quarters.

intervals on school time. The personnel of this committee includes teachers, teacher-librarians, principals, supervisors, the director of elementary education and the director of libraries, who serves as co-chairman and compiler of the annual lists.

Centralized cataloging of library books for the remaining secondary schools will be the next step in our proposed organization. The standardization of cataloging practices, the time and money saved in the duplication of catalog cards, the freeing of time for the librarians in the individual schools to devote their entire energies to bringing children, teachers and books together has been most rewarding.

SUN VALLEY JUNIOR HIGH SCHOOL

ELISE R. JOHNSON, *Librarian*

Sun Valley Junior High School is no longer a new school according to San Fernando Valley standards. Junior highs are mushrooming all over the valley. But four years have not dimmed our ardor and pleasure in modern architecture and soft colors.

The main entrance of the Sun Valley Junior High School opens onto a wide hall stuccoed in soft blue, with blue and grey tiled floor. The glass cases on either side of the entrance have a background of wine color. On the left, as one walks up the hall, is the main office, then the attendance, the health, and the counselors' offices. On the right across from the main office is the library. We open the library at 7:15 a.m. and from then until 7:50 a.m. when the first bell rings, we have over four hundred students every morning. The accessibility is good for all, except for those students who have classes in the bungalow area. The school covers twenty-seven acres and the bungalows are about two blocks away from the main building.

The library itself gives a feeling of quiet spaciousness. The room is forty feet by sixty feet with a twenty foot ceiling. Along the north wall the book cases are only three shelves high with the remainder of the wall in windows. On the top of the shelves are brass planters.

The paved court has red brick walls and pillars. The green shrubbery planted in raised beds is restful to the eyes. When the double doors in either end of the library are open the boys and girls may read in the court.

High in the south wall are six foot windows, operated by pulley chains, with green metal louvres to cut the glare.



View of the reading room showing high windows on north wall (looking west).

The colors of the library are softer and less obvious than in other parts of the school, the theory being to have a quiet background for colorful books. The north and south walls are parchment color, while the east and west walls are olive green. The floor is patterned in terra cotta, brown and parchment colored asphalt tile.

The ceiling is lined with accoustical tile. Even at a height of twenty feet this is quite effective. Hanging on rods three feet below the tile ceiling are the light fixtures—fifteen of them—each with a 750 watt bulb and cream-colored plastic diffusers. Eleven thousand, two hundred-fifty watts of light from a height of seventeen feet gives a clear, soft light without a shadow.

Remington-Rand is responsible for the lovely blond birch furniture in Swedish modern design. The shelving was made to order by a Los Angeles firm. The width of the shelves is standard, but the lengths vary. This has the disadvantage of not making them interchangeable when a reorganization is necessary.



Reading room view showing magazine cases under windows.

The quantity of equipment is more or less standard. There are three pamphlet files and one picture file, an atlas case, a display rack, and a large case with glass walls. Two small bulletin boards are over the shelving behind the charging desk. There are also two locked glass wall cases.

The arrangement of the furniture as shown in the picture is the work of the architect. The balance was beautiful, but from a librarian's point of view there was much to be desired. Magazines, display rack and glass exhibit case centered around the entrance door caused a bottle neck. The pamphlet and picture file in a block of four at the end of the room made not only a lovely place to put flowers but also a barricade for youngsters to hide behind. A junior high school is an exploratory period, and we found that boys and girls loved to explore the files, to such an extent that they were in constant confusion.

The first move was to shelve the magazines under the windows. The space is over thirty feet long, so, even with a class of forty students doing a magazine lesson, the area is never crowded. The pamphlet and picture files were lined up in one row just beyond the charging desk. It is now understood that that section is for teachers' use. The book shelves just back of the

files contain courses of study, educational pamphlets and magazines of interest to the faculty. There is nothing near the entrance door except the card catalog. The glass exhibit case has been moved to the place of honor previously occupied by the pamphlet files. It still is a nice place for flowers and is transparent.

The library office, work room and audio-visual room are part of a block. The office is nine feet by twelve feet, the audio-visual room behind it is six feet by nine feet, and the work room beside them is nine feet by eighteen feet. Light and air come from a large skylight in the work room. Adjoining the work room is a stack room with one door opening on an outside corridor and the other on the main library. At the present time this is used as a textbook room. Our school was built for twelve hundred students, but its population has doubled in the past four years. The facilities are inadequate at present. A new textbook room is being built and will be finished this summer. The old textbook room will be altered by cutting out the first stack and by lowering the second stack to counter height giving room for a work table. Large double doors will be cut between the two rooms; the clerk's desk will be moved into the present work room.

At one end of the work room are two closets with sliding doors. One closet is for coats and the other, with wide shelves, is used for flower bowls and smaller pieces of equipment. In between the closets are two rows of magazine shelves, large enough to accommodate *Life* or *Holiday* and just high enough for six magazines. It makes an excellent place to keep the periodicals that are not bound. Above the closets and reaching to the ceiling are three cupboards. The work room also has a sink.

After four years our library is settling down to the comfortable and very pleasant atmosphere of a well loved home of books for the boys and girls of Sun Valley.

SLAC — PAST — PRESENT — FUTURE

GERALDINE FERRING

No summary of the activities of SLAC would be complete without reviewing the recent progress made in establishing standards for California school libraries. The tentative standards for elementary schools, junior high schools, senior high schools, and junior colleges adopted by the Association at its annual state meeting in Pasadena in October, 1952, and submitted to the entire membership in the *Bulletin* for January, 1953, were developed by a joint committee of southern and northern section librarians, co-chaired by Helen Iredell, Wilson High School, Long Beach, and Mrs. Maurine Hardin, Technical High School, Oakland. At that time "specific standards for County School Libraries operated under the Office of the County Superintendent of Schools" were not available, but tentative standards applying "specifically to the library services under the county superintendent of schools, and . . . prepared to augment the standards for other types of school libraries . . ." were published a year later in the January, 1954, *Bulletin*. Each section is currently reviewing these tentative standards in order to make definite suggestions to a statewide committee to be appointed by the state president, Thomas B. Murray, East Contra Costa Junior College, Concord.

Mabel R. Gillis and Mrs. Lucile Fargo were elected honorary members of SLAC, Northern Section, at the annual spring meeting held at the Castlewood Country Club, Pleasanton, Saturday, May 15.



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PORTOLA JUNIOR HIGH SCHOOL LIBRARY, EL CERRITO

MRS. JANICE BOUGHTON, *Librarian*

August 1951: The "views" were fabulous! Through the picture windows of the Portola Junior High School library there was the panoramic view of the San Francisco Bay, including the Bay Bridge, the Golden Gate Bridge, the Oakland and San Francisco skylines. Inside the library there was another view which revealed mountains, mountains of boxes which contained books—travel books, history books, biography, "how-to-do-it" books, folklore, fairy tales, fiction, text-books and encyclopedias.

The library situation at Portola on that August sounds like a school librarian's dream come true—a new library, in a new, ultra-modern school plant, the nucleus of a fine book collection, sufficient shelf-space, plenty of texts for the pupils who would enroll in September. In fact, there was an abundance of almost everything. But there was one lack, and it was a frightening and seemingly insurmountable one . . . TIME. The opening of Portola was just a little more than one month distant. In that brief month it was our assignment to process enough books to supply the anticipated 1400 pupils who were to arrive at Portola on opening day.

Our first concern was text-book supply. We thought that each teacher should have available, on the first day of school, at least one set of texts for each class. The library collection would just have to wait. Working from this plan, we set up what amounted to an "assembly-line" for unpacking, stamping, numbering, categorizing, as to grade-level and subject, many thousands of books. Our school administrators had provided many "hands" to implement this program which eventually resulted in an adequate book supply for each teacher when school opened.

We had determined that the library would not open for pupil use until at

least 1000 books had been processed. Wilson cards were ordered where available but classification and master cards were, of necessity, my responsibility.

The work on library books was begun in September. None of us paid much attention to length of working days or week-ends during September, but no one complained. We worked with a will toward a goal—the official opening of the library. Our goal was reached in the last week of October, 1951. We thought the first week's circulation might reveal bare shelves but that did not happen, quite. Certainly pupils could not always get the titles they requested, but usually a satisfactory substitute could be supplied. Books were continuously added to the shelves with teacher and pupil requests dictating the order in which new books were processed.

Requests for non-fiction titles have been consistently large. Over and over, after I have recommended a book to a pupil and described it briefly, he has asked, "But is it real, did it really happen, is it true?" This was a trend which surprised me and which influenced book selection and book purchases this past year. Of course, some of the non-fiction requests are the result of class assignments, but they are also a reflection of the interests of teen-agers and sub-teens at Portola.

This year our book collection contains three-plus books per pupil, we subscribe to seventy-three magazines and by the next school term will have added almost all magazines indexed in *Abridged Readers' Guide*. We are accumulating a magazine file which will eventually cover issues of these indexed magazines for the past five years. We have sets of all leading encyclopedias, recommended for junior high school, including the *Britannica* and *Pageant of America* which were purchased this past year. A picture file is being as-

sembled slowly and a clipping file is planned for the future.

We hope to increase the library program at Portola. We believe that pupils who learn how to use their school library effectively will be able to use the public library intelligently, too. The Bay Area is so richly endowed with library facilities that we justifiably encourage pupils to secure a library card which will enable them to patronize a branch or main library in their city or county library system.

Text-books are housed in a room adjoining the library where the library clerk is in charge. She is responsible for processing new texts and circulating sets of texts which teachers request. These are her paramount responsibilities but she performs a multitude of services for the library in the course of the year. She receives, checks, and routes, weekly and monthly periodicals including class sets. She supervises students at the charging desk before and after school, types catalog cards, weekly audio-visual schedules, book purchase-orders, over-due and fine notices;

she keeps a running inventory of texts and makes a special inventory at the end of the school year. And, in fact, she does all of the clerical work connected with text and library books.

The Portola library is equipped with standard tables and chairs finished in blond wood. It accommodates ninety pupils. The natural and artificial lighting is adequate, with picture windows and the newest type ceiling-light fixtures. The library shelving will allow for 10,000 volumes. The text-book shelving is inadequate and will be enlarged this summer. Our library furniture includes a magazine rack, encyclopedia stand, newspaper rack, card catalog, charging desk, file cabinet, portable bulletin board, and librarian's desk. The walls of the library are finished in a pleasant cocoa color contrasted with the off-white of the shelves. The floors are a light-colored asphalt-tile. Acoustics are excellent. The library is located on the second floor at the very center of the main building at the top of the center flight of stairs.

VULCAN

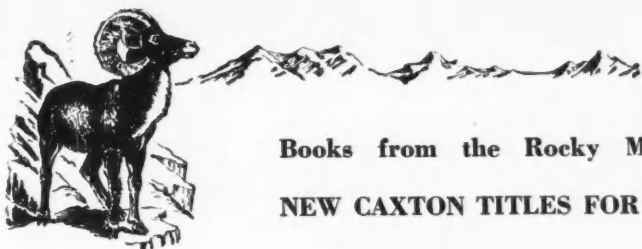
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May 15, 1954 \$5.00

THESE MEN MY FRIENDS by George Stewart. A series of recollections of World War II and the beginning of peace, by a writer who traveled into almost every corner of the globe during the war years. The author's perception and deep sympathy toward all people lend color and warmth to these tales of travel and traveling companions on roads and air lanes throughout the world. 400 pages, large 12mo,

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Juvenile

THE LOST BIRTHDAY by Else Fagrell. A story of the Australian bush country in which two little girls wander away from a sheep station and are lost on their joint birthday. Found by a faithful sheep dog, it is only after the lost birthday is remembered that the long-awaited party can proceed. Illustrated by Julie K. Howard. 125 pages, large 12mo, 6 blk and white ils. & spots.

March 20, 1954 \$3.50

THE WINGS OF DR. SMIDGE by Rose Philbrook. Smidge, the shoemaker, innocently enjoyed his hobbies—circuses and science—until he won a house at Pamelot, two thousand miles from home. There the townspeople decided him “queer”—and dangerous when he terrified them one morning by flying around on a bird they did not believe existed. A completely charming book for children which adults can enjoy. Illustrated by Jim Bolen. Approx. 150 pages, 8vo, illustrated, with 26 full page illustrations and many spots from drawings.

June 10, 1954 \$3.50

HORSES ARE FOR WARRIORS by William E. Sanderson. The adventures of Lame Wolf, the courageous and crafty youngest warrior of the Nez Perce who brings about the adoption of the horse by his tribe. He dares the ridicule of his village to bring them their greatest wealth—the ancestor of our spectacular Appaloosas of today. 184 pages, large 12mo, 15 blk and white, 1 color, by Pers Crowell.

April 15, 1954 \$3.50

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The Story of California's Constitution and Laws. By Anne B. Fisher. Palo Alto, Pacific Books, 154 pp.

It is encouraging to find an increasing number of textbooks being written which actually consider the reader as well as the text. In *The Story of California's Constitution and Laws*, Anne Fisher has treated what has often been considered a dull subject, especially by young students, with a light hand. Here is a book intended for junior high school students which they can read, and read with interest. It will also interest the teacher to know that the book may be used to help meet the state requirements on the teaching of state history and government in the junior high school.

The book opens with "Gold in California", gives the essential story behind the constitutions of 1849 and 1879, deals with some of the major problems encountered along the way, introduces a few interesting characters to liven up the story, and leaves the reader painlessly at hundred year mark with a brief, but adequate, description of California state government, and a few words on the obligations of citizenship. The distinguishing characteristics in all of this is the use of intelligent selection, and the way the student is carried along chronologically without having chronology become an end in itself.

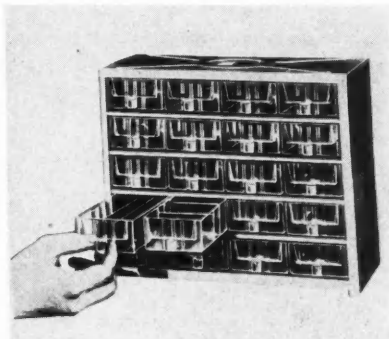
The format of the book is good. It is compact, bound in a bright yellow cover, and clearly printed. The pen and ink illustration are good enough to make one wish there were a few more of them. A "Things to Do" section for each chapter consists of activities which, for the most part, are more appealing to children than the tired afterthoughts found in too many books.

This, then, is an easy book to recommend, for as one student put it: "It's got

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Other "See-Thru" drawer units now in production include models ranging from 8 to 128 drawers, models with larger size or metal drawers, and portable models with carrying handles. Over 750 combinations, to suit user's exact requirements, can be supplied. General Industrial Co., 5738 N. Elston Ave., Chicago, Ill., will be pleased to furnish literature and additional information.

facts in it, but it's not like most books with facts. It's more like a story."

Reviewed by Gordon McAndrew, Social Studies Teacher, Elmhurst Junior High School, Oakland.

BACK TO THE HUSTINGS

HELEN K. EARNSHAW, *Chairman of the Professional Committee, Southern Section*

If you have ever lived in the Southeast you know that the word "hustings" does not mean only "a special place for a political speech or campaign," as the dictionaries tell us, it means more than this; it means carrying the case right back to the people for their consideration and action. And that is just what we are going to do. We are coming back to each of you for suggestions and action in pushing recruitment of school librarians.

We feel that no matter how many magazine articles appear, no matter how many vocational bulletins and pamphlets are published and read, no matter how much the subject of recruitment is discussed at library or committee meetings, the individual librarian is still the greatest single factor in this endeavor.

It may sound like "the same old saw" to say that we need school librarians, but it is only too true. While we cannot neglect putting printed material into the hands of our young people, it might not do us any harm to evaluate our personal efforts in a continuing recruitment program. So let's consider some questions.

In your own school library do you make enough of an impression on the students around you so they too would like to become librarians? Do they see and feel the unique position you hold in the school community? Do they realize just how much you can help them in their scholastic and social lives? Do they feel a confidence in your judgment and knowledge? Do they seek to emulate you? If they do, you are reaching them.

Do you give instruction in the use of the library? Does this consist of a class, or is it an occasional group talk? If you

have not been able to develop a regular class yet, the group talks are a start.

Are you sponsoring a group activity to get you closer to your students and their problems and interests? Do you really know what they want and need out of life? As advisor or sponsor of a library club, a literary group, or a class, you can sometimes make opportunities to get better acquainted, and in doing so, interpret the library and its services to a more heterogeneous and mixed crowd of young people.

Are you counseling students into school librarianship? Of course you want to see the cream of the crop go into your profession—who doesn't? You are in a key position, however, to observe them, to notice their reading habits, to see how they use the catalog, to take note of their study routines, to check on their use of reference books, and to get an overall picture of their work in the library. Per-

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haps you can even pick out some of the very ones you might wish to see in the school libraries of the future.

Are you working to set up scholarships for pre-librarians? The teachers do this through their associations and clubs and even as a group within a school. You, too, have local and regional associations through which you may be able to give a hand to some very worthwhile young people who appear to be likely candidates for the library field. Sometimes they need only a small start to get them on the way.

Are you interpreting the field of librarianship to your counselor or the counseling staff? If you only supply the

printed or typed material, perhaps they can help lay the first foundation of interest. You, of course, can advise from this point on to the day they leave school for their professional training.

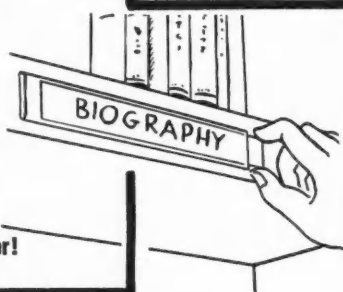
Are you creating a love of books and a feeling for being in the atmosphere of books? True, this is hard to do today, with the radio, TV, and hot rods, but if boys and girls still turn to books and to the library, you have not failed.

Do any of you have any new or unusual ideas for recruitment? If you do, pass them on to the membership of your section so both areas may co-operate in an effort to attract the students of today into the libraries of tomorrow.

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DR. HAROLD SPEARS, KEYNOTE SPEAKER AT ASCD SECTION MEETING

MILDRED FRARY, *Library and Textbook Section, Los Angeles Public Schools*

At the Ninth Annual Conference of the Association for Supervision and Curriculum Development held in Los Angeles, March 7-12, administrators, curriculum supervisors, and librarians discussed the library as a materials center. The meeting, sponsored by the City and County School Library Supervisors, was under the direction of Elizabeth O. Williams, supervisor, Library and Textbook Section, Los Angeles City Schools. Dr. Harold Spears, assistant superintendent, San Francisco Public Schools, presented the keynote address and set the theme for the panel. The panel members were: Mrs. Rachael W. DeAngelo, executive secretary, American Association of School Librarians; Dr. Irving Lieberman, research associate, Audio-Visual Project, University of California, Berkeley; Virginia Lowers, curriculum supervisor in Senior High English, Los Angeles City Schools; and Lois Fannin, supervisor of libraries, Long Beach, California, and chairman of the

Elementary School Library committee of AASL.

Dr. Spears pointed out that school libraries are definitely accepted as necessary to the schools. He outlined the following levels of library service: (1) unclassified classroom collections, (2) centrally cataloged classroom collections, (3) centralized library staffed by teachers, (4) centralized library supervised by trained librarian.

"The effective opening of the door of good literature to youth is rewarding," said Dr. Spears. "The test of the use of a book in school is the carry-over into the child's out of school life.

"No one questions the place of the library as part of the school program. The problem is to get it across. We must interest administrators and parents. We must be interested in improving other situations as well as our own. It will be a fight to keep these standards because of budget problems."

USC OFFERS SUMMER COURSES FOR LIBRARIANS

The University of Southern California School of Library Science announces the 1954 summer sessions from June 21 to July 30, and from August 2 to 27. This program leads to the degree of Master of Science in Library Science, or it may be applied toward the course requirements for the degrees of Doctor of Philosophy and Doctor of Education at this University.

Harriet Howe, acting director, will be assisted by the following faculty members in the first six-week session: Martha T. Boaz, assistant professor; Hazel Dean, associate professor; Marion Horton, formerly librarian, Library and Textbook Section, Los Angeles City Schools, instructor; Marion Masarachia, assistant lec-

turer; and Carl Melinat, associate professor, Syracuse University Library School, lecturer.

In the four-week session, Miss Howe will be assisted by: Marion Horton; Karl Kup, chief of prints division, New York Public Library, lecturer; Vilma Proctor, librarian, School of Medicine, lecturer; and Althea Warren, formerly Los Angeles City librarian, lecturer.

For information and application forms, which must be filed by June 5, 1954, write to:

School of Library Science
University of Southern California
Los Angeles 7, California

WILMA BENNETT TO LEAD WORKSHOP

Wilma Bennett, librarian at Covina High School, will be co-ordinator of a workshop on problems of the school library at the University of Nevada, Reno, June 21 - July 2.

The problems of school library service as they affect the librarian, the teacher, and the administrator will be discussed, and opportunity will be given for individual and group work on the problems participants bring to the workshop.

Miss Bennett has a B.S. in L.S. from Western Reserve University School of Library Science, and an M.A. from the Graduate Library School at the University of Chicago. She has taught at the University of Wisconsin Library School and summer sessions at the University of Southern California and the University of Maryland.

Further information about the workshop may be obtained from Dr. Harold N. Brown, director of summer sessions, University of Nevada, Reno; or from Joseph F. Shubert, reference librarian, Nevada State Library, Carson City.

Dr. George Bliss, principal of Technical High School, Oakland, speaking at the SLAC, Northern Section, annual meeting, May 15, expressed the view that school administrators would like to have *minimum* standards for school libraries and that the MacWilliam survey was the necessary first step in measuring school library facilities, i.e. materials and services in California.

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SUMMER SESSION FOR SCHOOL LIBRARIANS

The Graduate Department of Library Science at Immaculate Heart College is offering a summer program planned primarily for candidates for the California Librarianship Credential. It is open to men and women who wish to qualify for the position of librarian in public, junior or senior high schools in the state.

Jean Macalister Moore, formerly associate reference librarian at Columbia University, will give a course on special reference materials.

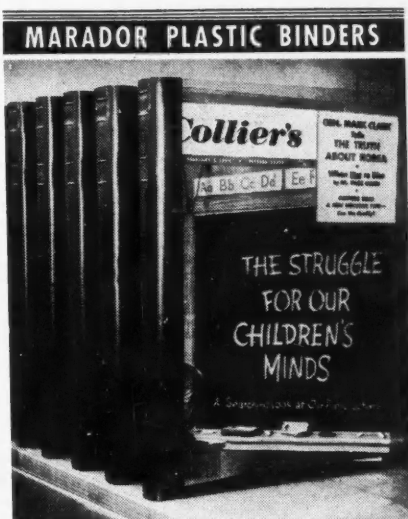
A survey of the history of children's literature will be given by Mrs. Helen K. Earnshaw, Los Angeles City College, who will also conduct a class in principles of cataloging. Courses in the introduction to librarianship and audio-visual services in school libraries will also be included in the program.

The Department will sponsor a series of weekly lectures that will be open to the public. Marjorie Schramling, Los Angeles High School, will speak on high school library standards in California; Ellen Shaffer, head of manuscripts at Dawson's Book Shop, will give an illustrated lecture on medieval manuscripts; and Miss Moore will tell of her experiences in teaching librarianship at Keio University, Tokyo.

All classes will meet mornings from June 22 to July 31. Special lectures will be given on Wednesday afternoons at 2:00.

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SLAC MEMBERSHIP GAINS

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Northern.....	238	283	18.9
Total.....	479	600	25.2

AUDIO-VISUAL CONFERENCE

BARBARA COPE, Librarian,
West Contra Costa Junior College

The Audio-Visual Education Association of California held its fifth annual conference in Santa Rosa, January 14, 15, 16, 1954, in co-operation with the School Library Association of California, northern section, California School Supervisors Association, bay section, California Elementary School Administrators Association, bay section and distributors of instructional materials and equipment. The conference theme was "Better Services for Better Learning — Supervision, Administration, Library, and Audio-Visual."

During the entire conference fifty-eight distributors presented exhibits valued at \$200,000, and these displays of books, pamphlets, films, filmstrips, and all types of audio-visual equipment occupied the main auditorium of the Veterans Memorial building and flowed into an adjoining room.

Although the entire convention was designed to be of value to all participating groups, the Saturday meeting was especially planned for participation of school librarians. Mrs. Sidney Thompson, president, School Library Association of California, northern section, presided over the meeting. After the program chairman, Dr. Richard B. Lewis, San Jose State College, introduced the organizations participating in the meeting, Dr. Maurice F. Seay, chairman, Department of Education, University of Chicago, gave the keynote address. He stressed three conditions which must exist in the democratic way of life in order that people may find solutions to their problems: people must be free, be informed, and be able to use experts effectively. Since all who attended the meeting are experts or specialists in their own field, he outlined in detail why such specialization is needed. First, rapidity of change

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in our society necessitates specialization to keep abreast of technical advances. Secondly, rapid growth of our school population has necessitated employment of non-qualified teachers, and the specialists are necessary to help these teachers do the best possible job of educating America's youth.

Dr. Seay then went on to recommend how consultant services of specialists can be evaluated by the user. He stressed the simplicity of the method of evaluation, and the recommendations, directed to the user, are as follows:

1. Be certain you are ready for consultant services before seeking them.
2. Seek consultants qualified to help you.
3. Ask for consultant service well in advance of proposed visit to allow him time to collect necessary data.
4. Give specific information about needs.

5. In planning, give information to consultant about activities to be carried out during his stay.

6. Set aside sufficient time for his visit.

7. Evaluate consultant services you received—did you get the help you needed?

8. Carry out the program recommended by the consultant.

In conclusion, Dr. Seay suggested two precautions in the use of consultant services: speeches do not constitute consultant services, and when the basic problem is friction between two areas of operation, consultant services are likely to be ineffective.

After Dr. Seay's address, the conference broke up into small sections to discuss mutual problems concerning the conference theme. Each section had a recorder, and the observations of each section will be incorporated in the annual report of the Audio-Visual Education Association of California.

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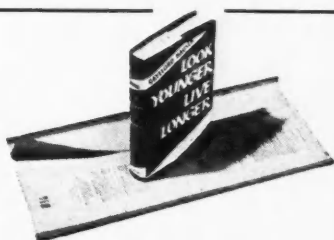
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HALSEY W. WILSON DIES AT 85

Halsey W. Wilson, founder of The H. W. Wilson Company of New York, died March 1, 1954, at his home in Croton Heights, Westchester County, New York. Mr. Wilson was the founder and Chairman of the Board of the world's largest reference publishing house, the 56-year-old H. W. Wilson Company of New York, publishers of more than twenty major indexing and reference services.

One of Mr. Wilson's keys to success in providing library services was his willingness to heed the requests and consider the problems of the libraries themselves. Every publication of The Wilson Company has been the outgrowth of a definite need in libraries, and in attempting to meet the need, advice of the librarians has been widely sought.

Mr. Wilson received numerous honors from educators and librarians. Brown University conferred on him the honorary degree of Doctor of Letters in 1939, and in 1948 he received from the University of Minnesota its first "Outstanding Achievement" medal. Both the American Library Association and the Special Libraries Association paid special honor to him in 1948, on the fiftieth anniversary of his firm's first publication, and in 1950 he received the American Library Association's \$500 Joseph W. Lippincott Award for Outstanding Achievement in Librarianship. In the same year the University of Minnesota Press published an account of his achievements, John Lawler's *The H. W. Wilson Company: Half a Century of Bibliographic Publishing*, with a foreword by E. W. McDiarmid, a past president of the American Library Association, in which he said, "Wilson has played a vital . . . part in nearly every scholarly activity of the past half-century."

GI BILL AIDS 1500 LIBRARIANS

During the past decade, the World War II GI Bill has helped build up the nation's reservoirs of trained manpower in fields ranging from atomic physics to airplane mechanics and from medicine to the ministry.

This fact was disclosed in a special research study, released recently by the Veterans Administration, of the records of the 7,800,000 veterans who had received GI Bill training since the program began in June, 1944. This total represents more than half of all veterans who served in World War II.

A total of 238,000 schoolteachers were trained under the GI Bill, as well as 243,000 accountants, 107,000 lawyers, 93,000 social scientists, 17,000 writers and journalists, 4,000 social workers and 1,500 librarians. Students of the ministry—representing all major faiths—numbered 36,000.

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AMERICAN LIBRARY ASSOCIATION MEETING

ELIZABETH REINING, *Library and Textbook Section, Los Angeles City Schools*

During the February meeting of the American Library Association in Chicago, the Council discussed and passed an amendment to the Constitution concerning the finance committee. An amendment to the Bylaws dealing with the establishment of chapters of ALA was passed after the word "regional" was inserted in Article V, Section I, C. The establishment of an audio-visual round table was authorized by the Council. The reports of the activities and accomplishments of the many committees of the ALA made apparent to the audience the complexity and ramifications of the organization.

At the American Association of School Librarians meeting Mrs. Dilla MacBean, ALA Divisional Relations committee, told how the members had met to work on a more satisfactory financial arrangement for the divisions, for better communications within the ALA organization, and the need to reduce the overlapping of division, section and committee activities.

Miss Sara Jaffarian, director of public school libraries, Greensboro, North Carolina, gave her report on membership by displaying two maps which indicated the increase in membership by area and by state. As of December 31, 1953, there were 3,331 members in the division.

The Nominating committee chairman reported several suggestions from her committee, some of which may necessitate constitutional changes. She pointed out that it was impossible for the Committee to report the slate at Midwinter which is almost four months before the conference. She said that nominating committee members should be chosen only if they will come to the Midwinter meeting. When a nominee's name is submitted for an office, each name should be followed by biographical information.

The following report was given and

filed for the organization from California:

"The School Library Association of California holding its annual meeting in Stockton, California, November 14-15, included a joint meeting with the Section for Work with Boys and Girls of the California Library Association. The Northern Section and the Southern Section of the School Library Association of California hold one meeting a month from September through May. The Association is co-operating with the California Department of Education on a survey of secondary school library resources. Tentative standards are to be discussed this spring at a meeting in each Section in preparation for the 1954 annual meeting when the standards are to be adopted."

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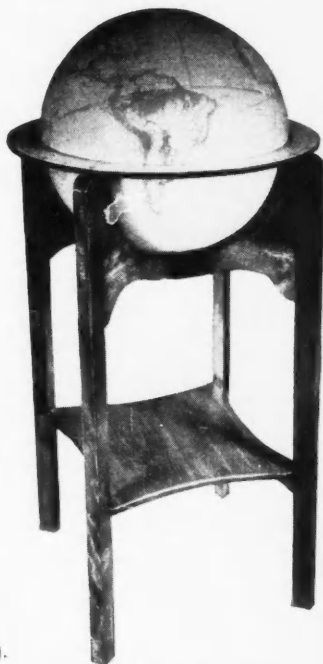
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